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ABSTRACT

This teacher's guide to unit four of the second-semester "Comparing Political Experiences" course provides specific objectives and instructional procedures for each of five activities which focus on the smog problem in Riverside, California. In addition, the guide provides instructions for coordinating the use of the student text, audiovisual material, data packet, and skills kit for the unit. The introduction contains a statement of the general rationale; knowledge objectives; analytical, moral reasoning, and participation skill objectives; instructional design; and evaluation materials for the course and the unit. Knowledge of the Riverside documentary provides a concrete example of a system experiencing change. Ideally, students will move from the Riverside case as an illustration to knowledge of the concept of political change, and beyond to extending this knowledge of change to their own activities. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

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COMPARING POLITICAL EXPERIENCES

POLITICAL ISSUES

Clean Air Now

Teacher's Guide

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SP 008 971

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PREFACE

"Clean Air Now" is one unit of a year long course, Comparing Political Experiences. CPE includes two one-semester components, Political Systems and Political Issues. The two semesters can be sequenced into a year long course in which Political Systems serves as the first semester and Political Issues functions as the second semester. Each semester can also be used independently. In this case, Political Systems can stand alone. Political Issues can be used independently if the introductory unit is utilized to give students necessary background information. "Clean Air Now" is one of four topical units in the Political Issues course.

The Comparing Political Experiences program is supported with funds provided by the National Science Foundation for the design, development and testing of the program. The program is sponsored by the Committee on Pre-Collegiate Education of the American Political Science Association. Judith Gillespie, Howard Mehlinger and John Patrick co-direct the project. Dave Lambert co-ordinates the evaluation for the program. Judith Gillespie and Stuart Lazarus carry primary responsibility for the development of the "Clean Air Now" unit.

The first field test of "Clean Air Now" is taking place during the 1975-76 school year. The unit will be pilot-tested in schools across the nation. Through formal evaluation, site observation, and informal feedback, we hope to determine the major strengths and weaknesses in this version of the materials. In the past, we have found

this kind of testing to be invaluable in contributing to revisions of our work.

At this stage of the development of the materials, we will seek advice and criticism from a wide range of sources regarding the content and instructional methodology in the materials. We encourage anyone who has ideas regarding the materials to send them to us. The strength of the revision depends on such feedback.

Judith Gillespie
Stuart Lazarus

TABLE OF CONTENTS

	Page
Introduction.	iii
Activity One: A View From the Top.	1
Activity Two: Clean Air Now.	15
Activity Three: Riverside in Court	26
Activity Four: More Groups	34
Activity Five: What Next For Riverside?. . . .	37

INTRODUCTION

The teacher's guide for "Clean Air Now" is designed to provide specific objectives and instructional procedures for each of five activities which focus on smog in Riverside, California. In addition, the guide provides instructions for co-ordinating the use of the student text, audio-visual material, and skills kit for the unit. It is important to have an overview on the Political Issues course as a whole and the place of the CAN unit within it. This introduction will provide a statement of the general rationale, objectives, procedures and evaluation materials for the course and the unit.

General Rationale

Political Issues serves two general purposes for the entire Comparing Political Experiences program. First, it helps students expand their knowledge from the first semester course. In this way it affords students the opportunity to practice the range of skills introduced in the first semester as well as additional skills introduced in the second semester. To make these links with the first semester titled Political Systems, the second semester course investigates in depth the four political experiences of maintenance, change, development, and conflict. A second major purpose of the course is the creation of an alternative to problems of democracy, world politics, or other elective courses at the eleventh or twelfth grade levels. For this purpose, teachers can use units sequentially

or they may use them independently as mini-courses.

Four units comprise Political Issues. Each unit focuses upon a separate issue which illustrates one political experience. The political maintenance unit will be based on a study of the United Mine Workers Union between 1918 and 1975 and its fight to secure mine safety standards. The political conflict unit will focus on the busing controversy in Boston, Massachusetts and the reactions of participants in that controversy. Cummins Engine Company and employee job security during its growth as a multi-national corporation will provide the content for the political development unit. The political change unit, "Clean Air Now", will be based upon changes in the community of Riverside, California as it confronts the issue of smog.

Five general goals underly the development of instructional material for Political Issues. First, the course teaches a framework for viewing political life as a system. Secondly, it aims to impart understanding of common political experiences. The experiences of maintenance, change, development and conflict will become the central concern of the units developed for this course. Only by understanding common political experiences can students make sense of changes in political systems over time. Third, the course includes opportunities for students to practice various analytical skills. These focus upon improving student ability to organize and evaluate knowledge in several ways. Fourth, Political Issues gives students opportunities to practice skills of moral reasoning,

an added dimension of the CPE program. Students are asked not only to analyze situations but to reason about the rightness or wrongness of the actions taken by characters in them. The fifth general goal of the second semester course is the development of participation skills including involvement in activities both inside and outside of the school.

Beyond these five goals of Political Issues lies the overriding goal of the entire CPE program, the promotion of student social self-fulfillment. The knowledge, analytical and moral reasoning skill goals seek to encourage individual growth on the part of students. The participation component of the course is designed to capture the group dynamics of politics. Hopefully, through the participation component, students will understand that group behavior lies at the heart of political life. By pursuing goals which increase individual and group growth simultaneously students will move toward the goal of social self-fulfillment. These general objectives of the course are outlined within the categories below.

Objectives

Knowledge Objectives. Political Issues aims to impart knowledge of facts, concepts, and generalizations. Each type of knowledge becomes valuable to students of the course. Knowledge of facts can help students in several ways. Since we carefully chose topics with implications both for today, and for the future, we feel that learning something about these topics can sensitize students to recognize topics with similar attributes. More importantly, however, is that

facts can serve as useful handles to help students acquire knowledge of concepts. In learning the concept of political change, knowledge of Riverside can service students as a concrete example of a system experiencing change. Students can refer to the development of the smog issue since its recognition following World War II. They can observe the changing patterns of political resources and activities in Riverside during this study. Learning about the issue of smog in Riverside will serve to concretize the concept of political change for students.

Another knowledge objective is that students move beyond the concrete examples to knowledge of abstract concepts applicable to any situation. This is a necessary though difficult step to becoming an independent thinker. Student knowledge of the concept change will enable them to understand that experience whenever they confront it. However, students can always draw upon their knowledge of Riverside as a concrete case of change.

These concepts are not merely the pets of curriculum developers isolated in far-off universities. If they were, we would be satisfied if students could memorize and recite their definitions. Ideally, students will move from the Riverside case as an illustration of the experience change, to knowledge of the concept change, and beyond to extending this knowledge of change to their own activities. Students should be able to recognize examples of change around them. This conceptual knowledge of change should help students to confront and to cope with instances of change more

successfully than before they took the course. The same argument applies to knowledge of the concepts of maintenance, conflict, and development.

In addition to the political experience concepts, Political Issues aims to give students knowledge of other concepts used in Political Systems. The concepts of systems, resources, and activities become powerful analytical tools for students to use in describing the various political experiences presented in the course. The concept of system can provide students with a common frame of reference for viewing the Boston schools, Cummins Engine Company, the city of Riverside, California, and the United Mine Workers Union. The concepts of activities and resources are so common to political experiences of any type that they become powerful organizers for students.

Skill Objectives. Political Issues will include opportunities for students to develop their abilities to use a variety of skills. While some of these opportunities will appear with the text material, many of them will be contained in a separate skills kit accompanying the course. Teachers might use some skill activities and ignore others. The developers, through a teacher's guide, can suggest what skills to focus on in various parts of the course. However, classroom teachers are often better able to make judgments about the needs of their individual students. If teachers feel certain skills should be emphasized, the separate skills kit will provide a reservoir of activities from which to choose. Skill objectives fall into three general

categories: analytical skills, moral reasoning skills, and participation skills.

Analytical Skills. To make sense of political experiences around them, students need the ability to use a variety of analytical skills. A prerequisite to using knowledge successfully is student ability to comprehend material they see in various forms. For example, newspapers present students with maps, charts, graphs, pictures, and interviews. One set of analytical skill objectives represents student ability to translate and to interpret such data. The objectives also stress student ability to formulate questions about political experiences, to speculate alternative answers and to bring evidence to bear on each of them. The course further emphasizes student ability to compare political experiences in a variety of settings including school, work, national, and multinational areas. Achievement of the objectives will contribute to student ability to conduct independent inquiry about political life. The general analytical skill objectives follow:

1. Students will be able to translate, interpret, and extrapolate information about politics.
2. Students will be able to formulate questions from data presented to them about political life; they will be able to clarify these questions and restate them in the form of clearer, more precise questions.
3. Students will be able to hypothesize alternative answers to the questions they formulate.
4. Students will be able to organize and bring evidence to bear on hypotheses about political life.
5. Students will be able to formulate generalizations to

describe political experiences.

6. Students will be able to compare political experiences in a variety of settings.

7. Students will be able to apply their knowledge of political experiences to a range of political situations in which they find themselves.

8. Students will be able to speculate alternative future trends in political experience and to recognize the consequences.

Moral Reasoning Skills. Political Issues will encourage students to analyze four political experiences. For example, we will ask students to identify instances of inequality in analyzing conflict situations. Student ability to use the concept of inequality enhances comprehension of the larger concept of conflict. Underlying this activity is our desire to move students from a concrete understanding of political life in one situation to an understanding of abstract concepts applicable to political life in any situation. Theories of cognitive development, among others, support our contention that some students can utilize abstract concepts and have the capacity for learning them.

We also want students to identify moral issues in the material we present, to take positions about the action they would take in similar situations, and to explain the reasons for their actions. Moral issues focus on such topics as family and peer relations, truth, personal conscience, and property. A specific situation probably includes a number of such issues. Each issue will raise questions about the actions of the main character. For example,

we will ask students to place themselves in the position of a Boston student confronted with a decision of whether to participate in a boycott of South Boston High School. Students will discuss their obligations to a family which wants them to attend school to get an education, and their obligations to their peers who support the boycott. They will be encouraged to give their opinions about the action they would take and to substantiate their opinions with reasons. Underlying this procedure is our desire to develop consistency between thinking and behavior on the part of students.

Cognitive Moral Development theory suggests that individuals can develop their ability to think about moral issues by exposure to different reasoning styles. We want students to offer their opinions and reasons for action in a variety of moral situations we will highlight in the curriculum materials. The situation of the student in South Boston represents one of many moral issues contained in Political Issues. Such examples allow students to express differing opinions over important issues and at the same time to hear different reasons for taking action. The specific moral reasoning skill objectives for Political Issues follow:

1. Students will be able to articulate the moral characteristics of a situation.

2. Students will be able to state a position concerning the issue(s) identified: they will be able to clarify their position and restate it.

3. Students will be able to give reasons for the position stated: they will be able to justify the reason given in light of all the circumstances in the issue.

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4. Students will be able to consider alternative positions: they will be able to reflect on their position and to reconsider it in light of other positions.

5. Students will be able to restate a position after clarification, and reflection.

Moral reasoning activities as well as other activities throughout the course will emphasize active listening by students. Students will be encouraged to listen and to respect the ideas and feelings of others.

Participation Skills. Political Issues takes off from Political Systems in extending participation activity to a variety of settings. While Semester One emphasized participation in the school, Semester Two provides opportunities for participation in the school setting, the work setting, and the local community setting. Opportunities will be continuous in a single setting; that is, students can choose participation activities in the work setting across all four units. We feel that this chance for intense and continuous participation in a single setting will enhance student development of participation skills. The activities will suggest a variety of roles students might assume. They are included in the participation activities which follow.

1. Students will recognize themselves as political actors.

2. Students will be able to assume observer roles in group settings.

3. Students will be able to assume supporter roles in various political activities.

4. Students will be able to assume advocate roles in various political activities.

5. Students will be able to assume organizer roles and

mobilize individuals to accomplish a task.

In addition to role play activities, students will also learn specific participation skills in each of the units in the course. In the "Clean Air Now" unit, they will acquire skills necessary for working in groups. These skills should prove useful to students in political situations in their everyday lives.

All of the goals and objectives of the course will be carefully integrated in the development of Political Issues. Hopefully, the course will become an exciting extension of Political Systems as well as an interesting substitute for a variety of eleventh and twelfth grade electives.

Instructional Design and Procedures

Many features of the instructional design for Political Issues are similar to those for the first semester course. We have the same interest in mastery learning, in instructional variety, and in transfer of learning. However, many of the instructional ideas are significantly different from those of the first semester. The following paragraphs are designed to lay out some of those differences. They indicate ways we go about developing lessons.

Five instructional design features of Political Issues will be discussed in the paragraphs which follow. There will be a discussion of the use of "documentaries" as a basis for the development of units. There will also be discussion of a student-centered approach and what it means in terms of the second semester activities. We will then outline an approach to concept learning and its implications for the

development of materials. We will also refer to the use of the school, work settings and the community for participation activities. Finally, we will present our ideas about a skills kit and its use. Each of these aspects of the course are not unrelated. Documentaries will be used as springboards for skill learning. They will also be used for concept learning. Therefore, the various components of the instructional design are highly interrelated and should be viewed as pieces of a whole cloth.

The use of documentaries. A documentary can be defined as an extensive treatment of a well-defined topic. The nearest analogues are probably white papers produced in print or through various visual media, or some of the standard programs such as NOVA or PBS. Documentaries represent the core of instruction for each of the four units in the second semester course. The reasons for using the documentaries are several. One reason is that we want students to have enough of an information base about a particular political unit or issue to work with concepts and skills in terms of a great deal of information about some small segment of political life. Another reason for promoting documentaries is that they give us flexibility in unit development because we are able to use them as a base for many other activities in the course. We can therefore have a wide variety of types of activities and still retain a systematic and well-developed core of materials through which students have consistent and continuous contact. A final reason for using the documentaries is that we believe that if they are presented in a dramatic and interesting way, they will hold students' interest and seem

relevant to the types of political situations that they see in other media, whether it be in magazines or on television.

Each of the four units are based on a units are based on a different documentary. The documentaries were chosen purposefully on three criteria. First of all, we wanted cases which would stretch across multiple units of analysis. Therefore, we have a school case in the Boston School desegregation issue. We have a case of interest group organization in the United Mine Workers Union, a community-national case in the pollution control issue in Riverside, and an international case in Cummins Engine Company. The cases were also chosen because we thought they were relevant to students' everyday lives. The school cases may appeal to some students as they participate in a school environment on a regular basis. However, students also participate in work environments. The Cummins case is included so that we could get good information about work environments as political systems. We chose the United Mine Workers case because we wanted students to see how politics operated in a union. In one or another way, many students entering the work environment will also enter the environment of unions and other interest groups. Students who work in communities may also encounter political party or other interest group organizations and we wanted students to get some experience in seeing how interest groups operate. The air pollution case focuses on community life and major changes in lifestyle which directly affect community members. It also demonstrates national-community government relationships and how EPA rulings can affect local community members. Therefore, the documentaries

provide stimulating and important issues for students to study which are relevant to their everyday lives and which they can explore across multiple levels of analysis and extend their understanding of political life.

The documentaries also include a rich base of primary source data. We decided that we needed to avoid long descriptive commentaries on what was happening and use material which showed people talking in their own words about what was happening to them. We think that the primary source data will make a major difference in the transfer of learning from the course to other situations. We feel that a dramatic and personal approach with primary source data is necessary in order for students to transfer what they are learning into other settings.

The documentaries are developed so that we can illustrate the knowledge objectives that we have for the course. Students are able to use the documentaries as a base for identifying and applying concepts and understanding why political experiences come about. They are also able to use documentaries in a different way. We have created a skills kit which allows students to experience analytical skill and moral reasoning lessons throughout each of the four units. Therefore, the kit serves as a "grab bag" for the teacher who will in instructed that at various points in each of the units, students are to use one or more of the analytical and moral reasoning skills lessons. In addition, the documentaries demonstrate a variety of ways people participate in political life. Role profiles can be built which will aid students in exploring different roles they can take in political

settings relevant to them. In these ways, the documentaries promote a concrete knowledge base for the course, a variety of bases for undertaking skill activities, and important springboards for undertaking participation activities.

Student centered lessons. In a variety of ways, Political Issues includes "real people" in the course. We have tried to include original data from students, teachers, parents, and other community members in many of the units. We have gathered interview data on the average student worker or family member in order to make these characters as real as possible for the students.

The course is also student-centered because it taps a variety of applications that are relevant to students. It begins with material about students and other people who are part of the communities in which students live. We use these types of primary source data to begin to move from the students' own environment to the consideration of other political units at the local, national, and international level. In this way, the student can understand the ideas, concepts and skills in their own terms in their own world before they move to other levels of analysis.

There is also an affective orientation to the course which is highlighted by two things. One, we spend considerable time asking students how they feel about situations and asking them to express their opinions on a wide variety of political phenomena which are illustrated by the documentaries. In this way, we consistently attempt to have the students put themselves in the position of the actors in these situations and to relate these situations to their

own personal feelings and desires.

Another aspect of the affective orientation is that we intend to have students work together to accomplish classroom tasks. We think it is impossible for students to operate in a classroom without being able to take on basic active listening roles and to consider the opinions of others. We also think it will be impossible for them to work effectively without having some basic lessons in working together in groups with various purposes and in various ways.

An approach to concept learning. It has been our approach to teach concepts in a rule-example style. In the second semester course our desire is to have students know the facts of a case well before they encounter a concept. The documentaries should give students a core of knowledge which will allow them to bring a great deal of evidence to bear in the instances and non-instances of a concept as well as to use a concept in a context in which they are familiar. Too many students seem not to know very much about politics at all. Because of this, they cannot surface their own examples to apply them to definitions. We use the documentary as a base for giving students the facts and having them then apply concepts to the documentary. As a result of this strategy, knowing facts becomes an important objective of the course, and students are required to know selected aspects of the four cases on which the units are based.

The laboratory base. Just as the school has been used as a laboratory in the first semester course, the students are now able to extend their knowledge out of the school into the work environment

in the community. We have created the opportunity for students to work for a whole semester in a single setting. That setting can be at work or in some community organization or in the school. They will not have to worry whether everything they learn applies to the setting, but they will have periodic and continuous opportunities to apply their ideas and to practice skills in the setting which is important to them. This kind of continuous work in a single setting and the continuous opportunity for participation in a variety of ways, should provide a base for extending students' knowledge and skills in participation in the course.

An important point about the flexibility of the course can be made here. There will be a participation kit which will be part of a general skills kit for the course. Students will be able to practice roles in any sequence and order that they choose across the four units. This is a different approach from the first semester course, where we taught a skill and we wanted students to find a place to apply it. Here we are saying "find a place in which you can apply a wide variety of skills and then determine which skills you need to practice in which order." This kind of flexibility will give a teacher a setting through which the course can be adapted in order to fit the needs of the students.

The skills kit. We have designed a skills kit which includes

analytical skill lessons, moral reasoning skill lessons, and participation skill lessons. Each of these components will be described below. The flexibility is necessary and important for teachers who have students of widely varying ability or students who have mastered certain key analytical and moral reasoning skills and not others. A teacher should be able to use any of the intellectual skills lessons in the kit in any order in any of the four units. Therefore, there will be several suggestions for sequences through which the teachers can use the skill kit and a teacher can tailor the use of the skill kit to the individual needs in a classroom. By the end of all four units we would expect students to achieve the analytical and moral reasoning skill objectives which are the core of the course, but the order and sequence in which they are learned is left to the teacher.

We have also built participation exercises which are part of the general skills kit and include lessons in developing participation skills as well as application or direct participation experiences in the school, local communities, and work settings. The participation portion of the skills kit is as flexible as any other. It includes lessons on building participation skills such as making decisions and working in groups. These skills can be practiced in any classroom for any teacher's purpose; it will also direct participation experiences which students can undertake on a long term, full semester basis so they can transfer the knowledge and skills that they have learned into a political setting that is important to

them. This allows students who have taken the first semester course of CPE to omit many of the skill building exercises and go into an extensive participation experience in a single setting in the second semester. It should also allow students who have not taken the first semester of CPE to build participation skills and get some ongoing experience in a stable political environment.

Throughout each of the units, activities from the student materials are sequenced together with activities from the skills kit. This guide will provide specific instructions about when to use the skills kit. The kit itself provides instructions about what to do for a particular lesson. Therefore, when the first skill exercise is suggested in Activity Two of this unit, teachers should turn to the section of the skills kit which is suggested and choose a lesson which will be appropriate for their students. The skills kit contains all necessary instructions for each skills lesson.

Schedule of Activities

Each of the units in Political Issues are designed to take approximately 3 - 4 weeks of class time. It is difficult for developers to estimate how long a particular activity will take, but a schedule for this unit can be outlined as follows:

Schedule for "Clean Air Now"

Activity	Estimated Teaching Time (50 minute class meetings)
1. A View From the Top	4 - 5
2. Clean Air Now	4 - 5
3. Riverside In Court	2 - 3

Activity	Estimated Teaching Time (50 minute class meetings)
4. More Groups	3 - 4
5. What Next For Riverside?	3 - 4
Mastery Test	1

Evaluation

The importance of evaluation in a pilot test of a course cannot be underestimated. Feedback from the evaluation provides key ideas for the revision of the materials. A Mastery Test has been designed for the end of this unit which will measure student achievement of the major objectives of the unit. The Mastery Test has been prepared by National Evaluation Systems, Inc. in conjunction with the developers on the CPE project. It is important that the Mastery Test be administered and returned as quickly as possible.

Teacher reaction questions have also been inserted in each unit in the CPE course. After each activity, teachers should take 15-20 minutes to complete the form and indicate their reactions. This information will be key in informing developers about what seems workable in a variety of classrooms and what does not. The forms should be torn from the teacher's guide and mailed as soon as possible. It should be noted that there are <u>two</u> forms for Activity Two in "Busing in Boston." It is a long activity and information will be most valuable if it is gathered in the middle and at the end of the Activity.

The evaluation will also include student reactions, gathering information from site observations, and obtaining critiques from

scholars in political science and social studies education. All of these pieces of information contribute substantially to major revisions in the materials.

Activity One: A VIEW FROM THE TOP

Activity One presents information about Riverside, California. Four parts comprise this activity: an audio tape titled "A View From the Top," a case titled "Ten Years Back," an interview titled "Political Environment," and a case titled "Big Money, Big Problems." A separate set of instructional objectives and procedures accompanies each of these parts. This activity introduction provides the general objectives for the entire activity.

Activity One, through an audio tape, introduces students to the geographic area of the South Coast Air Basin in California. The tape carries information about the causes and effects of smog and encourages students to account for its presence in the basin. The activity then introduces students to a case about Riverside, California, a community which lies in the basin and is affected by smog. The activity also contains an interview which presents students with information about the political environment in which Riverside exists. Finally, Activity One presents a short case about change in the United States caused by the Campaign Reform Act of 1973.

Instructional Objectives

After completing work with Activity One students should be better able:

1. To describe Riverside, California as a political system. Students can demonstrate partial achievement of this objective by responding to the questions following "Ten Years Back." Students can indicate final mastery of this objective by their responses to the mastery test for this unit.

2. To identify aspects of the political environment within which Riverside exists. Students can demonstrate partial achievement of this objective by responding to the questions following the interview titled "Political Environment." Students can indicate mastery of this objective by their responses to the mastery test for this unit.

3. To state a definition of political environment. Students can demonstrate partial achievement of this objective by responding to questions following "Ten Years Back." Students can indicate mastery of this objective by their responses to the mastery test for this unit.

4. To identify the effects of smog on the people of Riverside, California. Students can demonstrate partial achievement of this objective by responding to the questions throughout "A View From the Top." Students can indicate mastery of this objective by their responses to the unit mastery test.

5. To recognize evidence that is useful for understanding political conflict.
Partial achievement of this objective can be determined by student work with the section of the skills kit on evidence (Section I, Part C). Final mastery of the objective can be measured by correct responses to questions on the Mastery test for this unit.

Instructional Procedures

The lesson plans which follow describe instructional objectives and procedures for each section in Activity One.

"A View From the Top"

Audio Tape

In "A View From the Top," an audio tape recorded at 7½ IPS, a helicopter traffic reporter flies over the South Coast Air Basin. He describes the drift of smog as it moves from Los Angeles out to Riverside. The first of two segments of the tape contains a brief introduction by the K-CPE disc-jockey, Ron Hill, and quickly moves to traffic reporter, Dave Bresbank. You will play the tape stopping it at the end of this six minute segment to ask questions. The second section of the tape contains several telephone calls from citizens of Riverside who call K-CPE and express their opinions about the smog. You will stop the tape after the second section and ask another set of questions. Text pages 3-11 contain a printed text of both sections of the audio tape. They also contain map of California and a map of the South Coast Air Basin.

After completing work the audio tape "A View From the Tape" students will better be able:

1. To identify the location of Riverside in relation to Los Angeles.
   Students can indicate partial achievement of this objective by their responses to question 3 below.

2. To speculate about the sources, causes, and effects of smog in the Riverside and the South Coast Air Basin.
   Students can indicate partial achievement of this objective by their responses to question 1 below.

3. Interpret information presented in audio tapes and maps.
   Students can indicate partial achievement of this objective by their responses to questions 2, 3, 4, and 6 below.

Before playing the first segment, have the students read pages 1 and 2 of the text and answer the questions on page 1 and 2. Then follow these instructional procedures.

1. Ask the students how they might account for the smog. Encourage students to speculate and list the responses on the chalkboard.
   Students might suggest that smog is caused by industry, by automobiles, by a reaction of gases mixing in sunlight, by airplanes, by a concentration of people in one area.

2. Tell the students that the tape they will hear will provide them with more information to modify or expand these responses. Play the first segment of the tape until you hear a pause, indicating the end of the first section; ask the students to fill in the columns on page 6.

3. Ask several students to describe the location of Riverside in the South Coast Air Basin.
   Students should refer to the maps which fold out of their text. Possible descriptions include:

   - 50 miles east of Los Angeles
   - between the San Gabriel, San Bernardino, and Santa Ana Mountains
   - 35 miles from the Pacific Ocean
   - on the Riverside Freeway

4. Ask the students how this section of the tape helps to account for the smog in Riverside.
   Students should respond that the tape indicates that most of the smog comes from the tremendous automobile traffic in the South Coast Air Basin.

5. Play the remainder of the tape. Then ask the students to fill in the columns on page 11.

6. Ask students how smog affects people.
   Students should refer to the effects mentioned by the caller #1, #2, #3, and #4. Possible responses include:

   - smog prevents people from settling in Riverside
   - smog drives industry out of Riverside
   - smog damages human lungs
   - smog limits outdoor summer activity

7. Ask students whether they feel individuals should be free to own and operate automobiles if they contribute to smog. Encourage each student to respond.

Students should give their preferences in response to this question. Be open and receptive to all students encouraging them to expand and explain their preferences.

If you want your students to prepare out of class for the next meeting, ask them to read "Ten Years Back" (text pages 12-20) and to answer the questions which follow it.

"Ten Years Back"

(text pages 12-20)

While the audio tape introduces students to the geographic setting of Riverside, "Ten Years Back" introduces students to Riverside as a political system. This case describes Riverside as it existed in the 1960's, before smog became a recognized problem. The public response to smog as a problem accounts for many of the community changes experienced by Riverside. Students need to know what Riverside was like in 1968, in order to focus upon how Riverside changed after that time. In this section of Activity One, students will also work with a lesson from the skills kit on evidence (Section I, Part C).

Instructional Objectives

After completing work with "Ten Years Back" students will better be able:

1. To identify the political actors in the Riverside political system.
   Students can demonstrate achievement of this objective by their responses to question 1 on page 18.

2. To describe Riverside, California as a political system.
   Students can demonstrate achievement of this objective by responses to questions on pages 19 and 20.

3. To recognize evidence that is useful for understanding political change.
   Partial achievement of this objective can be determined by student work with the section of the skills kit on evidence (Section I, Part C). Final mastery of the objective can be measured by correct responses to questions on the Mastery test for this unit.

Instructional Procedures

Begin by having the students read "Ten Years Back" (text pages 12-18) and respond to the questions which follow the case (page 18-20). After they have finished ask the students the following questions.

1. Who are the political actors in Riverside?
   Students should refer to the case and suggest either specific names or general titles. For example, students might respond:

Individuals	Offices Held
E.V. Dales Ben Lewis	Mayor
John Wentz Dan Stone	City Manager
Art Pick Norton Younglove Sotelo Harold Backstrand	Councilmen

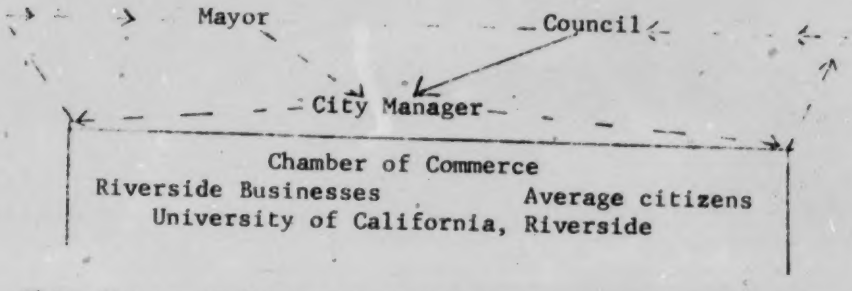
   List any responses on the chalkboard.

2. According to this case, who makes decisions for the system of Riverside?
   Students should mention the names listed on the chalkboard.

3. Why do they influence decisions and not other people?
   This question seeks to have students make a link between the ability of people to influence decisions and the political resources at their disposal. In responding, students should refer to individuals in list on the chalkboard. In each case, encourage students to state the individual's political resources. For example, Harold Backstrand influenced decisions because of his seniority on the council. Also, Backstrand was a trustee of a prestigous local College and he was a respected local stockbroker. Encourage students to refer to "Ten Years Back," if they have difficulty identifying political resources.

4. According to the case, how do people participate in political life in Riverside?
   Students may refer to various parts of the case. Generally, it suggests that the traditional electoral process provided most citizens with an avenue for participation. It makes no reference to any grass root citizen groups.

5. Ask for volunteers who want to draw their pictures from page 6 on the chalkboard.
These pictures would show the relationship between political actors in Riverside. One might look like the following:



This diagram indicates that the citizens of Riverside elect both the Mayor and the Council. The Council, in turn, appoints the City Manager who is directly responsible to the Council. The City Manager carries out the day to day activities of the city administration and interacts with the Chamber, average citizens, businesses, and the University among others.

6. After having discussed the drawings, ask the students, to read pages 20 and 21 which concludes the case.

7. At this point students will benefit from doing a skill lesson in gathering evidence. It will aid them in examining all of the material in the unit and in drawing conclusions from the data. Turn to Section I, Part C of the skills kit and choose a lesson on evidence gathering. The instructions for carrying out the lesson are included in the kit.

If you want your students to prepare out of class for the next meeting, ask them to read "Political Environment" (text pages 22-30) and to answer the questions which follow it.

"Political Environment"

(text pages 22-32)

"Political Environment" presents an interview. In the interview, Mary Kiley describes anti-pollution efforts in the state of California and at the national level which could influence Riverside. These activities compose part of the political environment within which Riverside exists. The political environment refers to the activities outside a political system that greatly affect the system itself. The political environment creates a mood among people in a political system. Specifically, the political environment affected change in Riverside by making smog, previously a nusiance, an important issue. The Clean Air Act, and the Mulford-Carrell Act both brought attention to the problem of smog in Riverside.

Instructional Objectives

After completing work with "Political Environment," students will better be able:

1. To distinguish a political system from a political environment.
   Students can demonstrate achievement of this objective by their response to the questions on page 31.

2. To state a definition of political environment.
   They can demonstrate achievement of this objective by appropriate responses to question 2, below.

Instructional Procedures

Ask the students to read pages 22-31, and work with a partner to answer the questions on pages 30 and 31.

1. What elements compose the political environment within which Riverside exists?
   Encourage students to think about the Mary Kiley interview as they answer this question. Student responses might include:

   - the Riverside County Board of Supervisors
   - the City of San Bernardino
   - Governor Reagan and the State Air Resources Board
   - the Los Angeles County Air Pollution Control District

2. What does political environment mean?
   Students responses should include:

   - the political environment surrounds a political system
   - the political environment influences a political system
   - the political environment helps participants focus upon issues within a political system. For example, the national, state, and local anti-smog activity focuses attention upon this issue in Riverside.

3. Ask students to refer to their responses to questions on page 31. Copy the list onto the chalkboard and ask students to indicate: which are parts of the political environment and which are parts of the political system of Riverside?
   Appropriate responses are indicated below. As students direct you, place a "S" beside parts of the system and an "E" beside parts of the environment.

S	Ben Lewis
E	Riverside County Board of Supervisors
E	San Bernardino
E	Ronald Reagan
E	LAAPCD
S	E.V. Dales
E	ARB
E	Clean Air Act
S	Art Pick
S	Riverside City Council Political Environment

4. Refer to each part of the text and ask why it was labeled the way it was.
   Students should refer to the portions of the environment indicating that they have no position in the system but, nevertheless, can influence it. For example, the State Air Resources Board is not part

of the Riverside system but can affect it by various state actions. This is also true for the Clean Air Act, the LAAPCD and other parts of the political environment.

If you want your students to prepare out of class for the next meeting, ask them to read "Big Money, Big Problems" (text pages 33-38) and to answer the questions which follow it.

"Big Money, Big Problems"

(text pages 33-38)

This case focuses upon change in the United States. It describes the passage of the Federal Election Campaign Act of 1971 and the Campaign Reform Act of 1973. It is designed for students to apply their knowledge of the concept of political environment to the political system of the United States. This case demonstrates that the political environment not only surrounds a political system, as in the case of Riverside; the political environment often is a part of the system itself. The environment influences the actors and creates a mood which often prompts people to take action. The environment also affects change by focusing public attention on an issue, in this case, campaign reform.

Instructional Objectives

After completing work with "Big Money, Big Problems," students will better be able:

1. To identify changes in the United States due to the movement for campaign reform.
   Students can demonstrate achievement of this objective by their responses to question #1 on page 38.

2. To identify aspects of the political environment relevant to the campaign reform issue.
   Students can demonstrate partial achievement of this objective by their responses to question #2 on page 38.

3. To use the concept of political environment to explain change in a political system.
   Students can indicate partial achievement of this objective by their response to questions #3 on page 36. They can indicate final mastery of this objective by their response on the mastery test for this unit.

Instructional Procedures

Ask the students to read pages 33-38 and to answer the questions on page 38. After they have completed the questions call on a student and ask:

1. What changes has the United States experienced according to this case?
   The greatest change which the United States experienced, according to the case, concerns ideology. The question of campaign financing grew from a question of low priority to a matter of major importance in the eyes of many Americans.

2. Who is concerned over campaign financing?
   Students will likely respond that the Congress has become increasingly concerned. Just as important, the public has voiced concern through its representatives and also through such citizen groups as, Common Cause, the National Committee for an Effective Congress, and the Public Affairs Council.

3. What composes the political environment in the United States with respect to campaign reform?
   Students may refer to anything that has served to focus attention on the issue of campaign reform. For example, the donors of large sums of money brought attention to the issue by their donations. Citizen groups such as Common Cause constantly sought to stir public interest in campaign reform. Members of the House and the Senate served the same function. Perhaps more than anything else, the Watergate affair created public interest in campaign reform.

4. How does the political environment affect change?
   As in Riverside, the political environment focuses public attention for an issue. In Riverside, the issue is smog. In the United States, the issue is campaign reform. Public response to such an issue can initiate changes in a system. Students should see that the political environment created a legitimate issue around which the public can mobilize support.

If you want your students to prepare out of class for the next meeting, ask them to begin reading pages 39-47 of the text and to study the accompanying cartoon strip.

PLEASE FILL IN THE FOLLOWING ITEMS INDICATING YOUR FEELINGS ABOUT ACITIVITY ONE, THEN TEAR THEM OUT OF THE GUIDE AND SEND THEM TO INDIANA UNIVERSITY.

Clean Air Now
Activity I

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?
   - ☐ This activity just took too long to get through and this inhibited student interest and learning.
   - ☐ This activity proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this activity.
   - ☐ Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)
   - ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
     The objectives were not worthwhile for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.
   - ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
     The objectives were not appropriate for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?
   - ☐ The reading level of the materials was suitable for all my students.
   - ☐ The reading level of the materials was suitable for my students except for the very low ability students.
   - ☐ The reading level of the materials was suitable for my students except for the very high ability students.
   - ☐ The reading level of the materials was inappropriate for most of my students.
   - ☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)
   - ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were neither interesting or helpful to the students.
   - ☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my
   - ☐ high ability students
   - ☐ average ability students (check appropriate places)
   - ☐ low ability students

   were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

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Activity Two: CLEAN AIR NOW

(text pages 39-84)

Activity Two introduces students to the concept of mobilization and the way in which it affects change. The activity contains three sections. A data packet comprises the first section and contains information about the formation and activities of Clean Air Now (CAN). CAN was formed in 1969 by citizens of Riverside as a method for voicing public disgust with smog in the area. After reading an introduction to the data packet, Clean Air Now, students will hypothesize about the effects of mobilization on change. They will then work with a lesson from the skills kit on hypothesis testing (Section IB). Students will then work in small groups, and will use the information in the data packet as evidence to test the hypotheses they formulated about mobilization.

The second section of this activity presents a dialogue titled "What Would You Do?" This case allows students to practice skills of participation and of moral reasoning. Appropriate references are made to the skills kit in the lesson plan for this case.

The final section of this activity contains another illustration of mobilization. This case, titled "The Highway Lobby" challenges students to apply their knowledge of mobilization to the formation of this powerful lobby.

Instructional Objectives

After working with this activity, students should be better able:

1. To identify how mobilization affects political change. Students can demonstrate partial achievement of this objective by their work with the data packet. They

can demonstrate final mastery of this objective by their responses on the unit mastery test.

2. To develop and test hypotheses about the effect of mobilization on political change.
Students can demonstrate partial achievement of this objective by their work with the section of the skills kit on hypothesis testing (Section IB). They can indicate final mastery by their responses on the unit mastery test.

3. To recognize and evaluate the performance of various participant roles in political groups. Students can demonstrate mastery of this objective by their performance in role play exercises contained in the skills kit (Section IIIA). They can demonstrate final mastery by their responses to the mastery test for this unit.

4. To identify a series of steps for the consideration of moral and ethical issues. Students can demonstrate partial achievement of this objective by their work with the moral reasoning episodes in the skills kit (Section IIB). They can demonstrate final mastery by their responses on the mastery test for this unit.

Instructional Procedures

This activity is divided into three sections mentioned in the introduction. Specific objectives and a lesson plan follow for each section.

"Clean Air Now"

Data Packet

This data packet contains four types of information:

1. several role profiles of the founders and leaders of CAN:
2. three of the first newsletters printed by the organization;
3. a diary entry by the President of CAN;
4. a newspaper article and letter to the editor of the Riverside Press-Enterprise describing the activities of CAN.

This information is partially reprinted in the text on pages 48-69. Before beginning work with the data packet, students will use a lesson from the skills kit on hypothesis testing (Section I, Part B). Students will then work together in small groups as they sift through the data about CAN. They will attempt to discover how a group is mobilized and the effects of mobilization on change.

Instructional Objectives

After working with the "Clean Air Now" data packet, students will better be able:

1. To identify the criteria for successful mobilization. Students can demonstrate their achievement of this objective by their responses to questions 1, 2, and 3 on page 69.
2. To identify the relationship between a leader's resources and the successful mobilization of a group. Students can demonstrate achievement of this objective by their responses to question 7 on page 70.

3. To develop and test hypotheses about the effect of mobilization on political change.
Students can demonstrate partial achievement of this objective by their work with the section of the skills kit on hypothesis testing (Section I, Part B). They can indicate final mastery by their responses on the unit mastery test.

4. To identify how mobilization affects change.
Students can demonstrate partial achievement of this objective by their work with the data packet and their responses on pages 75 and 76. They can demonstrate final mastery of this objective by their responses on the unit mastery test.

Instructional Procedures

Begin by asking students to read page 39 through the top of page 47. When they have finished, ask:

1. Since the city of Riverside responded so slowly to the problem of smog, then how could the formation of a citizen group change this situation?
Students should hypothesize about the impact of a well-organized citizens group. Be open to any and all of their responses; they may include:

   - a citizens group can write letters
   - a citizens group can influence voting
   - a citizens group can pressure the city
   - a citizens group can publicize the problems caused by smog.

   It may help to make a large list on the chalkboard and have it for reference while students work with the data packet. Encourage students to speculate about the effect of such a group.

2. Turn to the skills kit and work through an exercise on hypothesis testing (Section I, Part B). Instructions accompany the lessons in the list. When you have finished the lesson on hypothesis testing, divide the class into groups of four or five students. Then pass out one data packet to each group. Because of the large amount of data in the packets, suggest that students divide and share it among members of the group. Ask them to read it carefully.

3. After they have completed their study of the material, each student should fill out an individual worksheet. There are enough sheets in each packet for each student in the group.

4. Ask a member from each group to report the group's findings to the class. In their reports, students should refer to data they have studied. Constantly ask groups or reporters to expand their answers and encourage students to question each other. Ask them if they should modify their original hypotheses about the effect of a citizens group.

5. After each group has reported hold a brief discussion about question 7 on page 70. What relationship exists between the successful organization of a group and political resources of the group's leaders?
Students may respond that the founders and leaders of CAN had many political resources. In general, responses should focus on the idea that the most important factor in the successful organization of a group is that its leaders have political resources. Without them, a group would be deprived of the strong leadership necessary to hold it together.

6. Ask students to read pages 70-76 and to respond to the questions on page 74, and 75, 76. Hold a discussion about student responses on page 75, 76. Ask students how mobilization in Riverside affected ideology in the system.
While student responses may vary, in general they should suggest that the system did experience minor changes in ideology. CAN was successful in informing people about smog. As a result, smog, once only a bother, became a very important issue to many people.

7. Does mobilization affect influence?
Encourage students to respond with reference to CAN. According to the data packets, no evidence suggests changes in influence patterns in Riverside. Even though more people became concerned about smog, influence patterns changed little.

8. Does mobilization affect political wealth?
Political wealth includes knowledge, money, and organizational skills. Certainly, CAN made many people knowledgeable about smog and also about the way they might affect the political system. Also, CAN provided many people with organizational skills - how to get out mailings - how to keep membership files -- how to monitor the activities of state legislators, etc.

9. Does mobilization affect participation?
Though little evidence appears in the packets indicating increased participation, CAN's efforts did cause some changes. For example, the letter to the Press-Enterprise from Estelle Russ contains her opinions on this subject.

10. Does mobilization affect communication?
Little evidence appears in the packets indicating anything about communication.

11. Does mobilization affect decision-making?
The packet contains little evidence that decisions are made in different ways as a result of mobilization.

12. Does mobilization affect leadership?
Mayor Lewis' letter (page 22) indicates an increased responsiveness to the issue of smog. However, his action is not indicative of a changed pattern of leadership. Any judgment about mobilization and leadership will require more evidence.

Changes appear in patterns of wealth and ideology. This may also be true of participation and leadership, but more evidence is needed.

If you want your students to prepare for the next meeting have them read "What Would You Do?" and answer the questions on page 79.

"What Would You Do"

(text pages 77-79)

This case is designed as a leader to participation skills exercises contained in the skills kit. To this point, students have read a great deal about actions of others in a system experiencing change. Now students should consider how they might act in similar situations.

Instructional Objectives

After completing work with "What Would You Do?" students will be better able:

1. To recognize and evaluate the performance of various participant roles in political groups. Students can demonstrate mastery of this objective by their performance in role play exercises, contained in the skills kit (Section III, Part A). They can demonstrate final mastery by their responses to the mastery test for this unit.

Instructional Procedures

1. Ask students to read "What Would You Do?" (pages 77-79) and to answer the questions which follow it.

2. Use the questions on page 79 to lead a class discussion about the case. Ask the students whose point of view they agree with. Encourage students to give their preferences freely. Try and be sure you have given <u>each</u> <u>student</u> an opportunity to respond.

3. Then, return to those students who stated preferences and encourage them to give reasons for their preferences.

4. Turn to Section III, Part A of the skills kit and choose a role play exercise for students to practice participant roles. The instructions for the exercise are included in the kit.

5. Turn to Section III, Part B of the skills kit and choose an out-of-class activity in which students can gain experience in practicing participant roles in everyday settings. The instructions for the exercise are included in the kit.

If you want your students to prepare for the next meeting, ask them to read "The Highway Lobby" (text pages 80-84) and to answer the questions which accompany it.

"The Highway Lobby"

(text pages 80-85)

"The Highway Lobby" concludes Activity Two. The case discusses the formation of the powerful California Highway Lobby. This Lobby represents all those groups with an interest in the development of freeways in the state of California - oil companies, trackers, automobile manufactures, automobile associations, and others. As students read this case they should apply their knowledge of mobilization to explain the formation of the Lobby.

Instructional Objectives

After completing work with "The Highway Lobby" students will be better able to:

1. To apply the concept of mobilization to an explanation of the formation of the highway lobby. Students can indicate achievement of this objective by their responses to the questions on page 84.

2. To identify a sequence of stages for the consideration of moral and ethical issues. Students can indicate partial mastery of this objective by their work with moral reasoning exercises in the skills kit (Section II, Part B). They can indicate final mastery of this objective by their responses on the mastery test for this unit.

Instructional Procedures

Ask the students to read "The Highway Lobby" (text pages 80-84) and to answer the questions on page 84. Also ask students to reread pages 25 and 26 of the Mary Kiley interview. Use the questions on page 84 to organize a class discussion about mobilization and the formation of the Highway Lobby.

1. What goals guide the activities of the Highway Lobby?
The Lobby wanted to protect all groups interested in preserving and expanding the freeway system in California.

2. What political resources do the leaders have?
The only leader mentioned by name is Senator Randolf Collier. As Chairman of the Transportation Committee, he possessed great influence over other members of the committee. He also possessed valuable organizational skills as evidenced by his ability to steer the committee in any direction he desired.

3. Give three examples of the methods used by the Highway Lobby to support their activities supporting the freeway system.
Indicate to the students that question number three on page 84 should read as indicated here, not as printed in the text. Methods used by the Lobby include:

   - publications such as How Los Angeles Was Unified by Freeways
   - Mary Kiley talks about the money they spent; she also refers to newspaper advertisements.

4. How successful do you think the Highway Lobby will be?
Students should openly speculate about this question. Due to the political resources at their disposal, it is likely the Lobby will become a powerful force in California political life.

5. How are CAN and the Highway Lobby similar?
Students should realize that both groups are similar in that they resulted from mobilization. They both served to solidify support for an issue; CAN for clean air; the Highway Lobby for the continued development of the California freeway system.

6. Turn to Part II, Section B of the skills kit and choose a moral reasoning episode to use in class. Instructions for the episode are included in the kit.

If you want your students to prepare for the next meeting, ask them to read the beginning of Activity Three, "Riverside In Court," (text pages 85-95), recording responses on pages 90 and 92.

PLEASE FILL IN THE FOLLOWING ITEMS INDICATING YOUR FEELINGS ABOUT ACTIVITY TWO, THEN TEAR THEM OUT OF THE GUIDE AND SEND THEM TO INDIANA UNIVERSITY.

Clean Air Now
Activity II

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?
   - ☐ This activity just took too long to get through and this inhibited student interest and learning.
   - ☐ This activity proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this activity.
   - ☐ Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)
   - ☐ I thought the objectives were worthwhile -- that is they were things my students should know.

     The objectives were not worthwhile for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

   - ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

     The objectives were not appropriate for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?
   - ☐ The reading level of the materials was suitable for all my students.
   - ☐ The reading level of the materials was suitable for my students except for the very low ability students.
   - ☐ The reading level of the materials was suitable for my students except for the very high ability students.
   - ☐ The reading level of the materials was inappropriate for most of my students.
   - ☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)
   - ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were neither interesting or helpful to the students.
   - ☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my
   - ☐ high ability students
   - ☐ average ability students (check appropriate places)
   - ☐ low ability students

   were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

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Clean Air Now
Activity II

Activity Three: RIVERSIDE IN COURT

(text pages 85-111)

"Riverside In Court" introduces students to the concept of political innovation and the way it affects change. The concept is defined on page 90. Students will focus their study on a court case, "Riverside vs. Ruckelhaus" as an illustration of political innovation. This suit was a new procedure introduced to the system of Riverside. The suit promoted change in Riverside in that it became an added weapon used to fight smog. Encouraged by the success of "Riverside vs. Ruckelhaus," CAN as well as other groups became motivated to make use of this effective weapon.

After reading about the suit, students assess the way it changed or did not change patterns of political resources and political activities in Riverside.

Students practice their skills of comparative analysis using a lesson from the skills list, Section I, Part I. They then apply these skills as they study a case about change in South Austin, a community in Chicago.

Instructional Objectives

After completing work with Activity Three, students should better be able:

1. To identify the relationship between innovation and change. Students can indicate partial achievement of this objective by their response to questions on pages 99 and 100. They can demonstrate final mastery by their responses on the unit mastery test.

2. To apply their knowledge of political innovation to an explanation of change in South Austin. Students can demonstrate achievement of this objective by their

responses to the questions on the unnumbered page between pages 111 and 112.

3. To make comparisons across different cases of political change. Students can demonstrate partial achievement of this objective by their work with the section of the skills kit on comparison (Section I, Part). They can demonstrate final mastery by their responses to the mastery test at the end of this unit.

Instructional Procedures

The lesson plans which follow contain lesson plans and instructional objectives for each section of activity three.

"Riverside vs. Ruckelshaus"

(text pages 87-99)

This section contains the text of the lawsuit which Riverside and several other parties brought against William Ruckelshaus. This new procedure represented an innovation introduced to the system of Riverside. The suit describes the activities which led to the court ordering the EPA to impose an air quality plan for the South Coast Air Basin. Though full of cumbersome words, students should read this case slowly and carefully. They will then complete this section by reading a formal definition of political innovation and choosing examples of innovation from non-examples.

Instructional Objectives

After completing work with this section of activity three students will be better able:

1. To gather and interpret information from the findings of a court of law.
   Students can demonstrate achievement of this objective by their responses to the questions on page 90.

2. To choose examples of innovation from non-examples of innovation.
   Students can indicate achievement of this objective by their responses on page 92.

Instructional Procedures

Begin this section by asking the students to read pages 85-86 and the court case "Riverside vs. Ruckelshaus on pages 87-90. Ask them to respond to the questions on page 90 when they have finished reading. Then use these questions to hold a class discussion about the case. Ask students:

1. Who filed the suit?
   According to the title, Riverside filed the suit. However, on closer examination, students should realize that the suit was filed by Riverside and San Bernardino, the Regional Anti-Pollution Authority, Desert People United, Edward Mehren, and Christopher J. Drebenkorn.

2. Who was the defendant?
   William Ruckelshaus, as Administrator of the Environmental Protection Agency, was the defendant in the suit.

3. Why was the suit filed?
   Section A suggests that the suit was filed because William Ruckelshaus failed to perform a duty imposed upon him by the Clean Air Act. The act orders the Administrator to develop and impose an air quality plan in areas where states have failed to develop an acceptable plan. California developed an unacceptable plan for the South Coast Air Basin.

4. Name three ways by which the outcome of the suit could affect Riverside.
   Students might suggest that a plan might lead to:

   - closing some freeways
   - forcing people to use carpools
   - gas rationing
   - more money for mass transportation systems
   - restricting hours when cars would be allowed on the road.

Ask students to read the section titled "Political Innovation" (pages 90-95). Then divide them into groups of five and ask them to respond in writing to the items on page 92; the students will work in these groups for the remainder of this section of the activity. Use the questions on page 92 to organize a class discussion. Consider each example individually to determine whether it meets the criteria of a political innovation. Be certain students determine the political system focused upon in each item.

1. The fourth annual boycott to protest food service in the school cafeteria.

Introduced into the political system of the school, such a boycott is not an example of an innovation. While such a boycott would be deliberately introduced and justified by the expectations of better food, it would not represent a new procedure. Because it represents the fourth annual boycott it has become an institution and its novelty probably would cease to attract people. Therefore, it fills two but not three of the criteria of an innovation.

2. The U.S. Clean Air Act.
Introduced into the political system of the United States, the Clean Air Act is an example of an innovation. It represents a new procedure for improving air quality. It was deliberately introduced into Congress and justified by the expectations that it would help improve air quality.

3. Joining the first protest march in your town because you are mad.
Introduced into the political system of a town, this procedure does represent an innovation. It is a new procedure. It is justified on the expectations that it will make one feel better. It is also deliberately introduced even though the reason for joining may be purely personal.

4. Writing letters to Congress members to protest smog.
This procedure introduced into the system of a particular congressional district is not an innovation. It is deliberately introduced and justified by its expected consequences. However, it does not represent a new procedure, having been institutionalized by years of practice.

5. Accidentally participating in Boston's first anti-abortion march.
This procedure introduced into the system of Boston probably is not an innovation. It is a new procedure. It is also justified on the expectation that abortion will be outlawed. However, item 5 reads that joining the boycott was purely accidental and not deliberate. Therefore, the criterion is not met.

After you have completed a discussion of page 92, ask students to read "Innovation and Change" (text pages 95-101). Ask them to fill in the questions on page 95 and 97 and to work as a group responding to the items on pages 99 to 101. Use the questions on page 99 and the items on page100 and 101 to conduct a class discussion.

1. Why was the suit filed?
   The suit was filed because the LAAPCD took the position that information obtained from stationary air polluters was a trade secret and thus not available to the public. Because they received much of this pollution, CAN and the citizens of Riverside were extremely upset.

2. What were the expected consequences of the unit?
   By filing a lawsuit, CAN hoped to force the LAAPCD to release the information.

3. What were the consequences?
   Ultimately the suit was never filed because, threatened by legal action, the LAAPCD released the information.

4. After discussing these questions, have the students continue work with their groups to respond to the items on pages 100 and 101. This exercise seeks to have students identify patterns of political resources and activities in Riverside affected by innovation. Generally, innovation contributes to change more than it causes change. People in Riverside were becoming increasingly aware of the problem of smog in their area. The suits illustrated the public support behind the fight for clean air and contributed to the change in ideology in Riverside. Additionally, the suits provided citizens with an avenue of participation previously unused, the courts. The innovation introduced into the Riverside system appears to have had little effect on patterns of influence, wealth, communication, decision-making, and leadership.

5. Turn to Part II, Section B of the skills kit and choose a moral reasoning episode to use in class. Instructions for the episode are included in the kit.

If you want your students to prepare for the next class meeting, ask them to read, "South Austin Changes" (text pages 102-111) and to answer the questions following the case.

"South Austin Changes"

(text pages 102-111)

"South Austin Changes" introduces students to changes in a community on the Southeast side of Chicago. Focusing on the system of South Austin, students are encouraged to consider how mobilization and innovation have affected change in this community. Students work with a lesson from the skills kit, Section I, Part E, on comparison. They complete this lesson in preparation for their study of the case on South Austin.

Instructional Objectives

After completing work with this case, students will be better able:

1. To interpret information presented in the form of a map.
   Students can indicate achievement of this objective by their responses to question #1 below.

2. To apply the concepts of innovation and mobilization to change in a political system.
   Students can indicate partial achievement of this objective by their responses to question #5 and #6 below. They can indicate final mastery by their responses on the mastery test.

3. To make comparisons across different cases of political change.
   Students can indicate partial achievement of this objective by their work with Section I, Part E of the skills kit. They can indicate final mastery of this objective by their responses on the mastery test for this unit.

Instructional Procedures

1. Begin this section of the activity by choosing a lesson on comparison from the skills kit Section I, Part E. Instructions for this lesson accompany the exercise.

2. After students have completed work with the comparison exercise, ask them to read "South Austin Changes" (text pages 102-111). Be certain to have them respond to the questions between page 111 and 112.

3. Call on several students and ask them to refer to the map and describe South Austin's location.
Students should see that South Austin is bounded by Lake Avenue on the north, Cicero Avenue on the east, Austin Blvd. on the west and Roosevelt Road on the south. It lies about five miles southeast of downtown Chicago.

4. What changes did South Austin experience between the late 1960's and 1971?
South Austin has experienced change of several sorts. First, the OBA through the block clubs, succeeded in involving more citizens in the political life of their community. Second, the OBA trained a cadre of leaders with effective organizational skills. Increased participation and more effective leadership enabled South Austin to slow down and halt the deterioration of the community.

5. How did mobilization contribute to change in South Austin?
Students should cite the OBA as a group which effectively mobilized community support. The formation of the OBA resulted in an effective structure for solidifying support on behalf of a better Austin.

6. How did innovation contribute to change?
Students should identify the boycotts as an innovation in South Austin. This innovation enabled citizens in South Austin to vent their frustrations. It showed that they could make themselves heard and thus encouraged them to continue their efforts.

If you want your students to prepare for the next class meeting, have them read Activity Four, pages 112-119. Ask them to respond to the items on the appropriate pages.

PLEASE FILL IN THE FOLLOWING ITEMS INDICATING YOUR FEELINGS ABOUT ACTIVITY THREE, THEN TEAR THEM OUT OF THE GUIDE AND SEND THEM TO INDIANA UNIVERSITY.

Clean Air Now
Activity III

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)

   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?

☐ This activity just took too long to get through and this inhibited student interest and learning.

☐ This activity proceeded at just the right pace to keep the students learning and interested.

☐ More time really needed to be spent on the lessons in this activity.

☐ Other (specify) _____

_____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.

☐ ...average achievement students.

☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this activity was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

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Activity Four: MORE GROUPS

(text pages 112-124)

This activity introduces students to the concept of interdependence and the way it affects change. A definition and discussion of interdependence appears on text pages 113-115. Students begin this activity by working with an exercise from the skills kit on question-asking (Section I, Part A). Then, they work with the text material on interdependence, followed by another exercise from the skills kit on generalization (Section I, Part D). To complete the activity, students read about change in another political system, the Oil Producing Exporting Countries (OPEC).

Instructional Objectives

As a result of working with this activity, students will better be able:

1. To identify questions useful for inquiring into political change.
   Students can indicate partial achievement of this objective by their work with the skills kit on question-asking. They can demonstrate mastery of this objective by their responses to the mastery test for this unit.

2. To identify the extent to which Riverside became interdependent with aspects of the political environment.
   Students can demonstrate achievement of this objective by their work with the diagram on page 118.

3. To identify how interdependence affects change.
   Students can indicate partial achievement of this objective by their responses to question 4 on page 124. They can demonstrate mastery of this objective by their responses on the mastery test for this unit.

4. To formulate generalizations about political change.

Students can indicate achievement of this objective by their work with a lesson on generalizations from the skills kit (Section I, Part D).

5. To apply knowledge of the concept interdependence. They can demonstrate achievement of this objective by their responses to questions accompanying "OPEC Changes" on page 119.

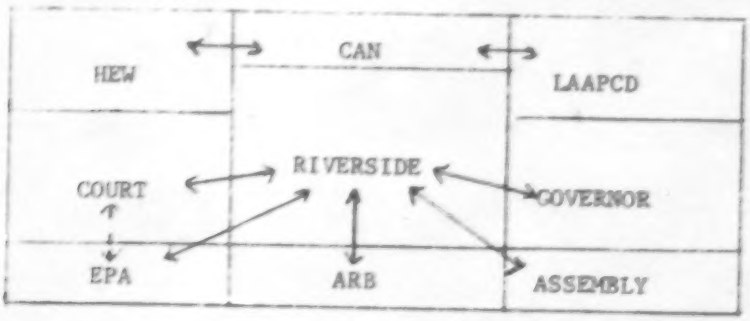
Instructional Procedures

1. Students should work in small groups as they study page 115-118. Before breaking the class into groups of 4 or 5, the students individually read page 112 to the middle of 115. These pages will introduce them to the topic of activity.

2. When they have finished, divide them into groups and ask them to work through page 118 with their group.

3. As students work to fill in the blank on page 118, encourage them to refer to the completed list on the bottom of page 117. It should provide guidance for their work.

4. The chart can be filled out in several ways. CAN is interdependent with HEW and the LAAPCD. Riverside is interdependent with the EPA, the Governor, the Court, the Assembly, the ARB, and of course, CAN. However the EPA is also interdependent with the court and students should indicate this by placing them in the boxes connected by the dotted lines. A completed diagram could look like the following:



After students have completed their charts, break up the groups. Then, ask students to read pages 119-124 and to answer the questions on page 124. Use these questions to hold a class discussion about interdependence and change in OPEC.

1. What change has OPEC experienced as a result of the founding of OAPEC?
The most visible change is related to communication. While OPEC continues to operate in the same way, its Arab members are now part of another oil producing group. These members must now communicate with OPEC and OAPEC countries as they carry out their business.

2. What relationship exists between the two organizations?
Most OAPEC members are also members of OPEC. Therefore, the leadership of both groups is composed of many of the same people. Most importantly, the OAPEC charter states that its policies must not conflict with policies set by OPEC and that OPEC decisions are binding on all members of OAPEC.

3. Describe one example of interdependence between the two organizations.
The most obvious example of interdependence results from the OAPEC oil embargoes on the western nations. OAPEC actions are politically motivated and sometimes considered even more important than economic considerations. When they impose a boycott they seriously reduce the supply of oil available to western nations. Often the non-OAPEC, OPEC nations benefit from increased business with the western nations.

4. How does interdependence affect change?
Generally, it enlarges the scope of change. What appeared to be a relatively small change in OPEC had major implications during OAPEC boycotts. In Riverside, what appeared to be local Riverside changes forced Riverside to interact with a wide variety of actors in the political environment. This interdependence widens the scope of change.

If you want your students to prepare for the next meeting, ask them to read Activity Four, "What Next for Riverside" (text pages 175-131) and to answer the questions on page 131.

PLEASE FILL IN THE FOLLOWING ITEMS INDICATING YOUR FEELINGS ABOUT ACTIVITY FOUR, THEN TEAR THEM OUT OF THE GUIDE AND SEND THEM TO INDIANA UNIVERSITY.

Clean Air Now
Activity IV

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?
   - ☐ This activity just took too long to get through and this inhibited student interest and learning.
   - ☐ This activity proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this activity.
   - ☐ Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)
   - ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
     The objectives were not worthwhile for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.
   - ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
     The objectives were not appropriate for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?
   - ☐ The reading level of the materials was suitable for all my students.
   - ☐ The reading level of the materials was suitable for my students except for the very low ability students.
   - ☐ The reading level of the materials was suitable for my students except for the very high ability students.
   - ☐ The reading level of the materials was inappropriate for most of my students.
   - ☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)
   - ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were neither interesting or helpful to the students.
   - ☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my
   - ☐ high ability students
   - ☐ average ability students (check appropriate places)
   - ☐ low ability students

   were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

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Activity IV

Activity Five: WHAT NEXT FOR RIVERSIDE?

(text pages 125-131)

This activity teaches students how to forecast the future of political systems experiencing change. It also teaches them participation skills useful for working in groups. Students will read excerpts from the 1972 Riverside Plan and consider what its effects might be if adopted today. Students will then work with a lesson on alternative futures from the skills kit and predict alternative futures for Riverside. They will also do an out-of-class participation activity involving skills needed to work in groups. Finally students will work with a moral reasoning episode.

Instructional Objectives

As a result of working with this activity, students will be better able:

1. To demonstrate skills of working in groups in situations relevant to them.
   Students can indicate achievement of this objective by work with Section III, Part B and C of the skills kit.

2. To analyze alternative futures of various political systems.
   Students can indicate partial achievement of this objective by their work with the alternative future section of the skills kit. They can demonstrate final mastery by their responses on the mastery test at the end of this unit.

3. To identify a sequence for the consideration of moral and ethical issues.
   Students can indicate partial achievement of this objective by work with the moral reasoning section of the skills kit. They can indicate final mastery by their responses on the mastery test for this unit.

Instructional Procedures

Ask students to read, "What Next for Riverside?" (text pages 125-131) and to answer the questions on page 131. This serves as a starting point for a lesson on alternative futures. Organize a class discussion using the questions on page 131.

1. Why was the plan developed?
   People in Riverside thought the residents were endnagered by smog. Local authorities could not cope with the situation.

2. If accepted by the Governor, how would the plan affect Riverside?
   The most immediate effect would involve conversion of all four wheel vehicles to gaseous fuel systems.

3. Name as many groups as you can who might be affected by the plan.
   Examples include:

   - oil companies
   - APCD's
   - ARB
   - State legislature
   - Citizens

4. What do you think will happen in Riverside as a result of the reintroduction of the plan?
   Be open to any answers. However, be certain to have students restate their responses in terms of likely future changes for the political system.

5. Turn to Section I, Part F of the skills kit and choose a lesson on alternative futures. After working with this exercise students should see whether or not their original predictions about the reintroduction of the Riverside Plan continue to make sense. Instructions for the futures lesson are contained in the kit.

6. Turn to Section III, Part C of the skills kit and choose a lesson focusing on skills of working in groups. The instructions for the lesson are included in the kit. Then ask students how people working in groups could contribute to the changes they predict for Riverside.

7. Turn to Section III, Part D of the skills kit and choose an out-of-class activity in which students

can practice skills of working in groups. The instructions for the lesson are included in the kit.

8. Turn to Section II, Part B of the skills kit and choose a moral reasoning episode. Instructions for its use are included in the skills kit.

9. Administer the Mastery Test for this unit.

PLEASE FILL IN THE FOLLOWING ITEMS INDICATING YOUR FEELINGS ABOUT ACTIVITY FIVE, THEN TEAR THEM OUT OF THE GUIDE AND SEND THEM TO INDIANA UNIVERSITY.

Clean Air Now
Activity V

Below are some questions that we would like you to answer now that you have completed this activity. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this activity?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this activity?
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, it helped me a great deal to teach this activity.
   - ☐ I found the Teacher's Guide for this activity easy to read and understand, but it wasn't very helpful in teaching this activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand, but it still was very helpful to me in teaching the activity.
   - ☐ I found the Teacher's Guide for this activity difficult to read and understand and not very helpful in teaching this activity.
   - ☐ Other (specify) _____.

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this activity?
   - ☐ My class(es) completed this activity exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the activity as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the activity, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this activity? (select more than one if appropriate)
   I found that the sequencing of lessons in this activity...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

Clean Air Now
Activity V

5. Which of the following statements best describes your feelings about the timing of the lessons in this activity?
   - ☐ This activity just took too long to get through and this inhibited student interest and learning.
   - ☐ This activity proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this activity.
   - ☐ Other (specify) _____

6. Which of the following statements best reflect your feelings about the objectives specified for this activity? (check more than one if appropriate)
   - ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
     - The objectives were not worthwhile for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.
   - ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
     - The objectives were not appropriate for my...
     - ☐ ...high achievement students.
     - ☐ ...average achievement students.
     - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this activity?
   - ☐ The reading level of the materials was suitable for all my students.
   - ☐ The reading level of the materials was suitable for my students except for the very low ability students.
   - ☐ The reading level of the materials was suitable for my students except for the very high ability students.
   - ☐ The reading level of the materials was inappropriate for most of my students.
   - ☐ Other. _____

8. Which of the following statements best describe your assessment of the audio-visual components of this activity. (If there were none, please skip to the next question.)
   - ☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this activity.
   - ☐ The audio-visual exercises were neither interesting or helpful to the students.
   - ☐ Other (specify) _____

9. The way this activity was designed provided me with enough feedback to know whether most of my
   - ☐ high ability students
   - ☐ average ability students (check appropriate places)
   - ☐ low ability students

   were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this activity.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this activity

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this activity.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

12. Which exercise(s) -- if any -- of the Skills Kit did you choose to use during this activity?

_____

_____

13. Which statements below describe your assessment of this exercise?
- ☐ The exercise I chose challenged my students but was not too difficult for them to complete successfully.
- ☐ The exercise which I chose did not challenge my students.
- ☐ The exercise I chose was too difficult for my students to complete successfully.
- ☐ Comment _____

_____

_____

What (briefly) would you identify as the strongest aspects of this activity?

What (briefly) would you identify as the weakest aspects of this activity?

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